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To provide a description of male Negro youth in the Mississippi Delta, a study was conducted to assess their educational and occupational aspirations, preferences, and aptitudes, and to recommend relevant educational programs. The sample consisted of 197 rural and 380 urban 12th grade students from 12 high schools in 11 counties having a majority of Negro youth. Some findings were: (1) 70 percent of the students were from families with incomes of less than $3000, (2) Aspirations of urban youth were higher, (3) A youth's mother was most influential in guiding his educational aspiration, (4) 29 percent aspired to a 4-year college degree but two-thirds lacked the necessary finances, (5) Aspiration for a 2-year terminal degree was low, (6) There was a critical lack of realistic occupational information available to students, (7) Generally, urban youth scored higher in aptitude, (8) The sample scored relatively higher on manual dexterity than on intelligence tests, and (9) 63-74 percent expressed preference for personal service or manual labor occupations. Some recommendations were that additional well-trained counseling and guidance personnel be utilized, and that junior high school level occupational information programs be implemented. (DM)

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FINAL REPORT

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EDUCATIONAL AND OCCUPATIONAL ORIENTATIONS OF NEGRO MALE YOUTH IN THE MISSISSIPPI DELTA

2
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February, 1969

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Throughout the investigation the writer had the constant counsel of Dr. James E. Wall, Director Mississippi Research Coordinating Unit, and his associate Dr. James F. Shill, Mississippi State University, and; Dr. Theodore L. Abell, Director Educational Research, Atlanta Regional Office of the Department of Health, Education, and Welfare.

The writer expresses his appreciation for the cooperation given by the principals and counselors in the respective high schools.

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I. INTRODUCTION

Background for the study

Some of the obvious changes taking place in Mississippi are those dealing with public school education, rates of increase in agricultural and industrial production, increased industrialization and consequent industrial employment and increased urbanization of the State's population. Other changes possibly occuring are more complex and more difficult to assess. They have to do with people, especially and particularly the changes in interests, aspirations, and aptitudes of Negro youth. Therefore, it was felt that an attempt should be made to assess these factors of orientation of these youth toward education and occupations in a changed and changing society.

Certain other developments strongly suggested a need to conduct this investigation. These factors were related, it was felt by the writer, to Negro youth's outlook on education and occupations. Some of these conditions and developments are as follows: (a) the generalization that the aspirations of urban youth are higher than those of rural youth, and recognition of some reported exceptions to this generalization in the case of Negro youth; (b) the currently high dropout rate of Negro youth in Mississippi, with implications for guidance services and relevant educational programs; (c) the historical role of Negroes in Mississippi as rural dwellers and agricultural workers; (d) the long and continued quest of Negroes for acceptance and dignity; (e) the excessively high (and historical) rate of unemployment among Negroes, especially among Negro youth; (f) out-migration tendencies of Negroes, and; (g) the probable effect of the recent Civil Rights Acts and kindred developments on the aspirations, expectations and preferences of Negro youth.

The institutionalized arrangements for counseling the youth included in this study about education and occupations consisted mainly of vocational education programs operating as an integral part of the high school programs of studies, and guidance counselors. Generally, the youth enrolled in schools operated on a county-wide basis had available to them vocational agriculture, while those attending Separate or Municipal District Schools had some form of industrial education available. It was felt that this investigation might aid in the evaluation of the validity of this arrangement for occupational education for rural and urban youth. Most importantly, the investigator felt that the services offered by guidance counselors and the programs of education made available to youth could be enhanced materially through a better understanding of youth to be served.

Purpose and objectives

The major purpose of this study was to make available to educators a description of Mississippi Negro youth of senior high school classification, in terms of selected factors of educational and occupational orientation; to suggest a basis and rationale for the further development of educational programs and related services for these youth, leading ultimately to useful and gainful employment, and; to suggest a pattern for, and an interest in, continued research for understanding the motivations of youth. The specific objectives of the study were:

1. To assess the level of educational aspiration of youth; to evaluate the level of rural-urban differences, if any, and; to evaluate selected factors associated with the level of educational aspiration.
2. To assess the level of occupational aspiration of youth; to evaluate the level of rural-urban differences, if any, and; to evaluate selected factors associated with the level of occupational aspiration.
3. To identify, vocational and occupational preferences of youth; to evaluate the level of rural-urban differences, if any, with emphasis on clustering.
4. To assess the level of aptitudes; to evaluate rural-urban differences, if any, with emphasis on clustering.
5. To suggest possible and feasible means of applying results of the study to the implementation of relevant educational programs for youth in the area; to reveal areas in need of further study; to suggest a technique for, and develop an interest in, continuous study of motivation of youth.

Basically, then, this study was oriented toward developing a better understanding of the motivations of comparatively disadvantaged youth, as a group, wherever found, as a clue to salvaging human resources to the end that they might be directed into socially useful and personally satisfying channels.

II. RESEARCH METHODOLOGY

The geographic area

This study was limited to Mississippi Economic Area I (see Figure 1, Appendix B). Included in this area were the Counties of Bolivar, Coahoma, Humphreys, Issaquena, Leflore, Quitman, Sharkey, Sunflower, Tallahatchie, Tunica, and Washington. This region is usually referred to as the Mississippi Delta. The major industry is farming on predominantly large mechanized plantations.

The population selected

This study included all male Negro youth of senior high school classification enrolled in the selected public schools (see Appendix C) during the 1967-68 school year. Futhermore, these seniors were enrolled in selected high schools in which Negro youth predominated. In counties which operated more than one predominantly Negro high school, the larger of these schools was selected. Within some counties there were operated Separate or Municipal District High Schools. In such cases, the larger of the predominantly Negro Municipal District High School was selected.

Approvals and cooperation

The Project Director sought and secured the approval and cooperation of the following agencies; The selected high schools, their principals, counselors, and superintendents; the Research Coordinating Unit of Mississippi State University; Mississippi State Department of Education, Division of Vocational and Technical Education, and; the Mississippi Employment Security Commission.

Conducting field studies

Three instruments were employed to collect data, viz: (a) An Interview Schedule (Appendix A) (b) Kuder Preference Record-Vocational (KPR-V) and (c) the General Aptitude Test Battery (GATB).

The Interview Schedule was developed cooperatively with selected high school counselors and consultants. It was tried out in the vicinity of Alcorn A & M College for administrability, and then revised for use in the investigation. This instrument was administered by cooperating high school Counselors during the months of October and November, 1967.

The Kuder Preference Record-Vocational was administered and checked by high school counselors. It was self-scored by interviewees, during the months of December, 1967 and January and February, 1968.

The General Aptitude Test Battery was administered by field representatives of the Employment Security Commission during the months of March and April, 1968.

Analysis and treatment of data

These data were coded and processed in the Alcorn A & M College Computer Center during the summer of 1968. The analysis of the data consisted of computation of Chi Square values on a rural-urban basis from frequency distributions. The data of this report are presented as percentage distributions for comparisons by the reader. Indicated levels of significance were obtained by employing the Chi Square (X^2) statistical technique, with appropriate degrees of freedom.

The analysis of data in this study was based on a rural-urban dichotomy, with an implied "null hypothesis". "Significance", when used in this report, indicated a level of statistical probability. Significant refers to a Chi Square value, the probability of whose occurrence by chance alone is greater than one but less than five in a hundred, if the true difference were zero. "Highly significant" refers to a value of Chi square, the probability of whose occurrence by chance alone is less than one in a hundred, if the true population difference were zero. "Not signigicant" indicates a Chi Square value, the probability of whose occurrence, is greater than five in a hundred if the true difference were zero. In all cases (L-1) x (R-1) was used to compute the number of degrees of freedom.

The scores on the Kuder Preference Record-Vocational are reported in "Stanine Levels" as percentages.

The General Aptitude Test Battery Scores are presented as percentage distributions on the ten test making up the Battery. The intervals are arranged in standard deviation steps, for the convenience of the reader and to facilitate interpretation.

III. ANALYSIS OF MAJOR FINDINGS

FAMILY, SOCIAL, AND ECONOMIC BACKGROUND OF SENIORS

Evidence that a number of factors conspire to influence both the aspirations and expectations of youth was synthesized by Slocum (18). These factors were identified as values, economic circumstances of family, personal role models, interpersonal relationships, school experiences, work experiences and self appraisal.

Other studies support the generalization that lower occupational aspiration levels are associated with rurality. Schwarzweller (16) found that rural senior boys in Kentucky had lower occupational levels than nonfarm boys. In 1961, Burchinal (2) found that farm boys made lower occupational aspiration scores than did urban or rural nonfarm boys. A study conducted by Shill (17) in 1968 indicated that low aspiration was associated with rurality. This generalization is supported, also, by Kuvlesky and Ohlendorf in Texas, Lipset in California and, in part, by Middleton and Grigg in Florida.

Contrariwise, the evidence of such differences appears to be less conclusive when Negroes, as an ethnic group, are compared. Grigg and Middleton (6) found no significant differences between the aspiration levels of Negro rural and urban boys in Florida. Kuvlesky (10) concluded that the occupational goals of rural youth are high relative to the opportunities that exist in the occupational structure. Likewise, he suggested the possible confusion of aspirations with expectations, as one basis for the generalization that urban youth have higher aspirations than rural youth. Thus, because there seems to exist conflicting evidences on rural-urban aspiration differences, especially for Negroes, and; because there is some acceptance of the fact of the effect of background on aspirations, the writer considers it relevant to examine the milieu from which these 557 seniors were drawn.

Age of seniors

These 557 respondents, 197 rural and 360 urban, were in the first semester of their 12th grade year. Table 1 shows that their ages varied widely, from less than 15 years old to over 19.

TABLE 1. COMPARISON OF SENIORS BY AGE

Age Level	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N
Sixteen	3	4	4
Seventeen	31	34	32
Eighteen	30	35	34
Nineteen and Over	36	27	30
Total	100.00	100.00	100.00

df=3 X^2 Value= 5.06 Not Significant

When the differences in percentages of seniors in all categories were considered, the difference was not significant. There was a weak tendency for fewer rural than urban seniors to reach their senior year at about 16 years of age. Contrariwise, more rural than urban seniors were found in high school approximately two years later than would be normally expected, as evidenced by 36 percent and 27 percent, respectively, of rural and urban seniors in the "nineteen year and over" category. Since, if students progress normally, they should complete high school at about 17 years of age, about 66 percent of both rural and urban seniors were overage. In the absence of evidence to the contrary, it is reasonable to attribute such lag to underachievement. Underachievers are likely to experience difficulty in pursuing higher education. In another Mississippi study, Shill (17) found that white vocational agriculture and non-vocational agriculture seniors exhibited a highly significant difference on this criterion.

Perceived health and physical condition

When rural and urban seniors were asked to assess their levels of general health, significant and interesting differences occurred. Table 2 presents the findings on perceived vision and hearing, as well as general health. About one of every three urban seniors felt that his general health was excellent, while only one of every four rural seniors so rated his general health.

No significant rural-urban differences were shown when these seniors evaluated their vision. The writer points out, however, that still fewer rural seniors than urban rated their vision as excellent.

Likewise, rural and urban seniors did not differ significantly with regard to perceived audio difficulties. Here, again, fewer rural than urban seniors felt that their hearing was excellent.

TABLE 2. COMPARISON OF SENIORS BY PERCEIVED GENERAL HEALTH, VISION, AND HEARING

	[a]General Health			[b]Vision			[c]Hearing		
Rating	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N
Excellent	25	35	31	36	43	40	39	49	46
Good	59	56	56	52	45	47	52	46	48
Fair	16	9	13	12	12	13	9	5	6
Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

df=2 [a]X^2 Value=13.84
Significant at .01 Level

df=2 [b]X^2 Value=3.83
Not Significant

df=2 [c]X^2 Value=7.15
Not Significant

Since these estimates were based on the individuals' perception of physical conditions, as opposed to actual medical examination, valid evidence of actual conditions is lacking. The fact that rural seniors consistently rated themselves lower on these criteria than did urban seniors, holds implications for reported lower aspirations and expectations and lower achievement on standardized tests on the part of rural boys. In this context, the role of self-concept becomes a relevant consideration in outlook and achievement.

Incidence of physical injuries and defects

Rural and urban seniors exhibited a significant difference when they were compared on the basis of incidence of physical injuries and defects.

TABLE 3. COMPARISON OF SENIORS BY INCIDENCE OF PHYSICAL INJURIES AND DEFECTS

Seriousness of Injury or Defect	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N
None	78	84	80
Minor	19	15	17
Major	3	1	3
Total	100.00	100.00	100.00

df=2 X^2 Value=6.42 Significant at .05 Level

Table 3 suggests that the likelihood of having an injury or defect was greater for rural than for urban seniors. Futhermore, the prospects that an injury would be of a major nature was slightly greater for rural than urban seniors.

Vital and marital status of parents

Table 4 compares rural and urban seniors on the marital and vital status of parents.

TABLE 4. COMPARISON OF SENIORS BY VITAL AND MARITAL STATUS OF PARENTS

Status of Parents	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N
Both living	77	67	70
Both dead	2	2	2
Father dead	11	13	12
Mother dead	7	8	8
Divorced or separated	3	10	8
Total	100.00	100.00	100.00

df=4 X^2 Value=10.58 Significant at .05 Level

On the criterion of vital and marital status of parents, the rural-urban difference was significant at the .05 level. The probability that both parents would be living was considerably greater for a rural senior than for an urban senior. The rate of divorcement or separation was more than three times as high for urban seniors' parents as for rural seniors' parents.

Type of guardian

The Mississippi Delta is an area which is characterized by a long history of outmigration of Negroes. Therefore, the vital and marital status of natural parents only partly indicates the normalcy of home and living conditions of youth in this area. In Table 5, the persons with whom these youth actually lived are examined in an attempt to isolate clues to differences, if any, in the orientation toward education and occupations.

TABLE 5. COMPARISON OF SENIORS BY GUARDIAN

Guardian	Rural N=197 %of N	Urban N=360 % of N	Total N=557 % of N
Live with father and mother	61	41	48
Live with father only	5	8	7
Live with mother only	19	34	29
Live with aunt or uncle	2	3	2
Live with grandparents of others	13	14	14
Total	100.00	100.00	100.00

df=4 X^2 Value=24.01 Significant at .01 Level

An analysis of the differences reflected in Table 5 produced a highly significant difference on this criterion. Some important rural-urban difference bear pointing out. It will be noted that 77 percent and 67 percent respectively of rural and urban seniors had "both parents living"[1] Thus, 16 percent of the rural seniors and 26 percent of the urban seniors whose parents were both alive did not live with their parents. The incidence of not living with natural parents was considerably greater for urban seniors than it was for rural seniors. The fact that a high percentage of these youth, 13 percent and 14 percent respectively, reported that they lived with "grandparents or others" is suggestive of the outmigration tendency of young parents from this area. The relatively low percentage, 2 percent and 3 percent respectively living with "aunts and uncles" further suggest that the seniors' aunts and uncles, like their parents, also had left the area. Another interesting comparison is the percentage of these youth living with "mother only". The rate was almost twice as high for urban as it was for rural seniors. If, to live in a home where there are both natural parents is considered normal, it must be concluded that the homes in which urban boys lived were considerably less frequently normal than was the case for rural seniors. Likewise, if an adult male model in the home is important for boys' proper identification with the male work-a-day world, urban seniors were at a distinct disadvantage when compared with rural seniors. There is, of course, nothing in the data under discussion to support the validity of such assumption.

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[1] Supra, Table 4.

These findings have serious implications for school administrative personnel. Steadily mounting school enrollments in the area are probably nearing an end. Nearly two-thirds of these seniors belonged to families in which they held an "intermediate" position in age among siblings.[2] Since 41 percent of the rural seniors and 59 percent of the urban seniors lived with guardians who, under normal circumstances, will not likely be highly productive of children, and; since, unless the present trend of outmigration of young people is stopped or reversed, an incipient decline in school population is in the offing.

Employment status of fathers

Level of employment of fathers of these seniors was considered by this study, based on an assumption that level of income is influenced by level of employment. Table 6 below depicts the employment status of the fathers of these 557 seniors.

TABLE 6. COMPARISON OF SENIORS BY EMPLOYMENT STATUS OF FATHERS

Employment Status	Rural N=197 %of N	Urban N=360 % of N	Total N=557 % of N
Employed full-time	51	67	61
Employed part-time	37	20	26
Unemployed	12	13	13
Total	100.00	100.00	100.00

df=2 X^2 Value=18.37 Significant at .01 Level

There was a highly significant difference between rural and urban seniors on the criterion of employment status of their fathers. Most importantly, these differences were most substantial at the two most desirable levels of employment, i. e., full-time and part-time employment.

---

[2] Infra, Table 9

Though there were rural-urban differences of considerable magnitude, even the level of full-time employment of both rural and urban fathers was suggestive of the probable extent of economic deprivation indicated in other parts of this report[3]. One of every two rural fathers was employed full-time. Two of every three urban fathers were employed full-time. Though the percentages of rural and urban fathers unemployed were substantially equal, it should be noted that these rates of unemployment were approximately four times as high as the current national rate. (3)

Income of parents

It was suggested by Slocum (18) that the economic circumstances of the family of origin evidently influence the aspirations and expectations of younger members substantially. The family incomes of the families from which these seniors were drawn are examined in Table 7 below.

When the incomes of rural fathers were compared with those of urban fathers, the difference was highly significant. By way of comparison, Shill (17) found in another Mississippi study of predominantly white senior youth who did and did not study vocational agriculture in high school. Further inspection of the data in Table 7 show that 81 percent of rural seniors' and 68 of urban seniors' fathers earned less than $3,000 annually. Thus, on the score of fathers' incomes alone, urban seniors, though economically disadvantaged themselves, fared better than rural seniors.

TABLE 7. COMPARISON OF SENIORS BY INCOME OF PARENTS

	^{a}Fathers			^{b}Mothers		
Income Level	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N
Less than $600	24	16	19	69	40	50
600 - 1,199	34	19	24	10	21	18
1,200 - 1,799	9	12	11	3	12	9
1,800 - 2,399	7	10	9	5	6	6
2,400 - 2,999	7	9	8	3	5	4
3,000 - 3,599	7	9	9	2	4	3
3,600 - 4,199	4	8	7	3	4	3
4,200 - 4,799	3	6	5	2	4	3
4,800 - and over	5	11	8	3	4	4
Total	100.00	100.00	100.00	100.00	100.00	100.00

df=8 $^{a}X^{2}$ Value=31.40
Significant at .01 Level

df=8 $^{b}X^{2}$ Value=46.31
Significant at .01 Level

---

[3] Infra, Table 7.

Comparsion on the criterion of mothers' incomes produced a difference that was highly significant. Again, it is pointed out, that 90 percent of rural seniors' mothers and 84 percent of urban seniors' mothers earned less than $3,000 annually. On the basis of these findings, the writer ventures a conservative estimate that about 75 percent of the seniors in this study resided in homes where the total annual family income was less than the $3,000 (3) poverty line.

Number of siblings

The fact of economic deprivation is accentuated by the number of children in the family. Given a fixed family income, the more children to share in the fruits of this income, the less for each child. Table 8 compares family sizes for rural and urban seniors.

TABLE 8. COMPARISON OF SENIORS BY NUMBER OF SIBLINGS' IN FAMILY

Number of Siblings	Rural N=197 %of N	Urban N=360 % of N	Total N=557 % of N
None	4	5	4
1 or 2	10	17	15
3 or 4	19	21	20
5 or 6	14	18	17
7 or 8	22	15	18
9 of more	31	24	26
Total	100.00	100.00	100.00

df=5 X^2 Value=12.43 Significant at .05 Level

Rural and urban seniors differed significantly with regard to the size of family of which they were members. More than 50 percent of rural seniors came from families where there were seven or more children, while the comparable percentage for urban seniors was 39. The reader's attention is directed to the facts that both the employment level and the income of rural seniors' parents were substantially lower than those of urban seniors.[4] Shill (17) found a highly significant difference on this criterion between vocational agriculture and non-vocational agriculture seniors. In this study, vocational agriculture seniors' families tended to be larger. In contrast, only 2 percent of non-vocational agriculture seniors' families had more than seven children.

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[4] Supra, Table 7.

Relative age among siblings

One's position in the family, i. e., being an oldest, youngest, middle, or only child, apparently influences occupational choices. For instance, among one sample of high school students, children who were the oldest in their families were more certain of their college plans than children of any other age or family position. "Only" children also tended to be more certain of college plans.(5) Table 9 below presents the findings of this study on the criterion of relative age among siblings.

TABLE 9. COMPARISON OF SENIORS BY RELATIVE AGE AMONG SIBLINGS

Relative Age	Rural N=197 %of N	Urban N=360 % of N	Total N=557 % of N
Youngest	9	15	13
Intermediate	65	60	62
Oldest	26	25	25
Total	100.00	100.00	100.00

df=2 X^2 Value=9.73 Significant at .01 Level

The rural-urban difference was highly significant. Clearly, the "intermediate" was the modal relative-age of seniors in both groups.

The implications of these findings are tremendous for both educational institutions and aspirations and expectations of children, including the seniors in this study. First, 65 percent rural and 60 percent urban seniors reported that they were in the "intermediate" category. For some time to come, these parents and guardians will likely be faced with the problem of financing the education of their children, both elementary, secondary, and higher education. Secondly, the relatively low percentage of seniors reporting that they were "youngest" indicates that probably the peak of high school enrollment in the area has passed or is eminent. Thirdly, the high percentage of seniors in the "intermediate" category is suggestive of the fact of the availabliity of older brothers and/or sisters to influence their aspirations and expectations.

Education of fathers

As a clue to such differences as were found among rural and urban seniors, this study examined the educational background of the fathers. Table 10 presents these findings.

TABLE 10. COMPARISON OF SENIORS BY EDUCATIONAL LEVEL OF FATHERS

Level of Education	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N
No formal schooling	7	4	5
Eight grades or less	52	48	49
Ninth through eleventh grade	22	19	20
Completed high school	7	8	8
Terminal trades or Jr. College	1	5	4
B. S. Degree or above	1	3	2
Don't know	10	13	12
Total	100.00	100.00	100.00

df=6 X^2 Value=9.73 Not Significant

The fathers of the seniors were not significantly different in the level of education they had attained. The writer points out, however, that about 50 percent of the fathers had completed less than eight grades of formal education.

Perceived adequacy of parents' education

No doubt the aspirations of youth are affected by the extent to which they feel that the education of parents is adequate to provide a desirable style of life. Table 11 examines how these seniors perceived the adequacy of the education of both their fathers and mothers.

TABLE 11. COMPARISON OF SENIORS BY PERCEIVED ADEQUACY OF PARENTS' EDUCATION

Ratings	[a]Fathers' Education			[b]Mothers' Education		
	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N
Excellent	3	4	4	4	4	4
Good	15	16	16	27	25	26
Fair	39	28	31	39	31	34
Satisfactory	15	16	16	15	16	15
Poor	23	25	24	12	20	18
Very Poor	5	11	9	3	4	3
Total	100.00	100.00	100.00	100.00	100.00	100.00

df=5 [a]X^2 Value=11.35
Significant at .05
Level

df=5 [b]X^2 Value=6.66
Not Significant

Rural and urban seniors differed significantly when they assessed the adequacy of their fathers' education; these differences were not significant in the assessment of their mothers' education. Since this tudy did not assess the level of mothers' education,[5] it presents no comparison between mothers' education and fathers' education as an explanation of these differences in assessment of adequacy on the part of the seniors. There was considerably closer agreement about the adequacy of mothers' education, as the seniors perceived it, than was the case for fathers. It is surmised, by the writer, that these seniors gave their assessments of adequacy mainly in terms of the extent to which the parents' education enabled them to perform respectable work necessary for providing a desired or desirable standard of living. Since fathers are normally regarded as the major provider of these necessities, probably the seniors were more critical of their father's education, with a lesser concern for the educational attainment of their mother, in this respect.

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5. Supra, Table 10.

EDUCATIONAL ASPIRATIONS

The preceding section of this study dealt with a number of factors of the social, economic, and cultural background of the seniors. These factors were analyzed in an attempt to orient the reader to an examination of the sections which follow, viz., educational aspirations, occupational aspirations, occupational preferences, and occupational aptitudes. The section which follows immediately examines some of the variables of educational aspiration and relates these findings to the backgrounds of the seniors.

Perceived parental aspirations for sons

Numerous investigations have suggested that there is a relationship between parental aspiration for their children and children's subsequent achievement. The evidence is preponderant, though not conclusive, that rural boys tend to have lower aspirations than urban boys. In this context, there is an inference that low aspiration and achievements of parents are a causative factor of low aspirations of their children. Table 12 below examines parental aspirations for sons. These seniors were asked to indicate the level of education to which they felt their parents wished them to attain. In this sense, then, these levels of aspirations represent perceptions of parental aspirations, and not necessarily aspirations of the seniors.

TABLE 12. COMPARISON OF SENIORS BY PERCEIVED EDUCATIONAL ASPIRATIONS OF PARENTS FOR SONS

Level of Aspiration	[a]Fathers' Aspirations			[b]Mothers' Aspirations		
	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N
Finish high school	21	14	17	14	9	16
Finish voc. school	4	4	4	3	4	4
Finish 3 yrs. Clg.	26	17	22	31	19	20
Finish B.S. Degree	29	35	32	29	34	33
Finish Masters	11	18	14	14	20	15
Finish Doctorate	9	12	11	9	14	12
Total	100.00	100.00	100.00	100.00	100.00	100.00

df=5 [a]X^2 Value=14.80
Significant at .05 Level

df=5 [b]X^2 Value=14.98
Significant at .05 Level

The educational aspirations of the seniors themselves are examined in a later part[6] of this report, following an examination of factors affecting these aspirations.

On the basis of both fathers and mothers, the seniors were significantly different. At practically every level of completion, from the Bachelors' Degree and above, the urban seniors perceived that their parents had higher aspirations for them than did rural seniors.

It should be pointed out here that a comparatively low percentage of both rural and urban seniors perceived that their parents wished them to complete work at a "Vocational School". A partial explanation for this is probably the fact that there are few, if any, purely Vocational Schools in the area. Probably, also, the seniors had not been favorably impressed with the vocational educational offering to which they had been exposed in their high schools. The writer points out that the "Vocational School" level of education is designed primarily for the post-secondary, technical or skilled, subprofessional level of employment preparation. Evidently this concept had not received adequate currency among this population.

Aspirations relative to parents' education

The relationship between senior's aspirations and parents' educational attainments is examined in Table 13.

TABLE 13. COMPARISON OF SENIORS BY ASPIRATIONS RELATIVE TO PARENTS' EDUCATION

Relative Aspiration Level	[a]Father			[b]Mother		
	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N
More than	98	97	97	98	96	97
Less than	1	1	1	1	1	1
Same as	1	2	1	1	3	2
Total	100.00	100.00	100.00	100.00	100.00	100.00

df=2 [a]X^2 Value=.54
Not Significant

df=2 [b]X^2 Value=2.99
Not Significant

On this criterion, no significant rural-urban difference was found. Clearly, both rural and urban seniors aspired to higher educational levels than those attained by their parents.

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6. Infra, Table 22.

Parental encouragement

It was wished to determine the extent to which these seniors perceived positive and negative attitudes of their parents toward continuing education beyond high school.

In an Iowa study, Burchinal found that parental encouragement to attend college was more frequently reported by urban boys than by rural nonfarm and small town boys and least frequently by farm boys. In all three residence groups, mothers were reported to have provided definite encouragement to attend college more frequently than fathers. (2) Table 14 compares these seniors on this criterion.

TABLE 14. COMPARISON OF SENIORS BY ATTITUDES OF PARENTS TOWARD CONTINUING EDUCATION BEYOND HIGH SCHOOL

	aFathers			bMothers		
Attitudes	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N
Encourages me	83	75	78	89	88	89
Never says much	12	17	15	6	7	7
Discourages me	2	4	3	3	1	1
Thinks I should go to work	3	4	4	2	4	3
Total	100.00	100.00	100.00	100.00	100.00	100.00

df=3 aX^2 Value=4.59
Not Significant

df=3 bX^2 Value=2.74
Not Significant

When rural fathers were compared with urban fathers, and rural mothers with urban mothers, the difference was not significant. But when rural mothers were compared with rural fathers and urban mothers with urban fathers, the mothers, in each case, more frequently offered positive encouragement. Shill (17) found a highly significant difference between mothers and fathers of non-vocational agriculture and vocational agriculture students in another Mississippi study.

The reader is invited to examine the extremely high percentage of parents who offered positive encouragement to sons to continue their education beyond high school. These percentages compare favorably to those reported by Shill (17).

Influential persons

This part of the study attempted to evaluate the influence of persons, both within the family and in other community institutions, on the educational aspirations of the seniors. These findings are presented in Table 15 below.

TABLE 15. COMPARISON OF SENIORS BY PERSONS HAVING GREATEST INFLUENCE ON THEIR EDUCATIONAL ASPIRATIONS

Selected Persons	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N
Father	18	15	16
Mother	49	52	51
Brothers	8	7	7
Sisters	3	5	4
Other Relatives	8	4	6
Friends	3	4	3
Ministers	1	1	1
Teachers	7	9	9
Guidance Counselor	3	3	3
Total	100.00	100.00	100.00

df=8 X^2 Value=8.64 Not Significant

Rural and urban seniors did not differ significantly with regard to the persons having greatest influence on their educational aspirations. Probably the most striking feature of these findings was the extremely high percentage of, and the substantial agreement between, rural and urban seniors concerning the influence of mothers on their educational aspirations. This finding, no doubt, was influenced by the relatively high percentage of these seniors who reported that they lived with "mother only."[7] Obviously, this explanation can not account for all of the difference. It will be recalled that these seniors received comparatively greater positive encouragement toward higher educational achievement from mothers than from fathers.[8]

In the opinion of these seniors, the influence of ministers, teachers and guidance counselors was pitifully low. In another study in Washington (18), vocational counselors rated fourth as influentials in occupational choice. These researchers observed that the poor showing of vocational counselors was probably due to the lack of program development in many schools.

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[7] Supra, Table 5.

[8] Supra, Table 14.

Perceived impediments to higher educational attainment

When these seniors were asked to identify which one of a number of selected factors that might thwart them in attaining their educational goals, a possible source of frustration among youth became apparent.

TABLE 16. COMPARISON OF SENIORS BY PERCEIVED IMPEDIMENTS TO HIGHER EDUCATION

Impediments	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N
Lack of interest	26	19	22
Lack of ability	11	11	11
Lack of finance	63	70	67
Total	100.00	100.00	100.00

df=2 X^2 Value=3.05 Not Significant

Rural and urban seniors were not significantly different when they identified the most likely roadblock to their further education. More than 50 percent of these seniors aspired to a college degree or above.[9] More than 50 percent of the seniors perceived that their parents wished for them to attain a level of education at or above the Bachelors' level.[10] In the face of these expressions of aspiration, 63 percent of rural seniors and 70 percent of urban seniors perceived that "lack of finance" would be the most limiting factor in their pursuit of higher education.

Peers' educational plans

The reader's attention is directed first to Table 22 which shows that 25 percent of rural seniors and 30 percent of urban seniors aspired to finish college. It will be noted from Table 17 that 47 percent of the rural seniors and 57 percent of the urban seniors reported that "most" of their peers had plans for furthering their education beyond high school. Assuming that these peers are not greatly different from the seniors of this study, this, of course, means going to a four-year college.[11]

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[9] Infra, Table 22.

[10] Supra, Table 12.

[11] Infra, Table 22.

TABLE 17. COMPARISON OF SENIORS BY PEERS' PLANS TO CONTINUE EDUCATION BEYOND HIGH SCHOOL

Extent of Plans	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N
Most	47	56	53
Some	40	29	33
Few	11	13	12
None	2	2	2
Total	100.00	100.00	100.00

df= 3 X^2 Value=8.73 Significant at .05 Level

According to these 557 seniors, the aspirations of the urban seniors' peers were significantly higher than those of the rural seniors' peers. Thus, there is an inference at least, that there is a relationship between the aspirations of these youth and those of their peers.

Personal reasons for educational aspirations

This part of the study attempted to isolate and evaluate the influence of selected personal factors as motivators of educational aspirations. These factors and their influence are presented in Table 18 below.

TABLE 18. COMPARISON OF SENIORS BY MAIN REASON FOR ASPIRING TO EDUCATION BEYOND HIGH SCHOOL

Reasons	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N
Make me a better person	32	35	34
To earn more money	60	53	56
To gain respect of others	7	11	9
Be like peers	1	1	1
Total	100.00	100.00	100.00

df=3 X^2 Value=4.22 Not Significant

No significant rural-urban differences were found on this criterion. Clearly, these seniors were motivated by the prospects of the monetary value of furthering their education, evidenced by the fact that 60 percent rural and 53 percent of urban seniors checked "to earn more money" as their dominant reason.

Parental support for continued education

The attitudes of parents toward their children's education are expressed in various manners. One way, discussed in an earlier section of this report, was overt acts of encouragement or discouragement. Without doubt, children sense these attitudes and perceive parents' willingness and/or ability to make available the financial support necessary for continued education. Table 19 below assesses the perceptions of seniors on this criterion.

TABLE 19. COMPARISON OF SENIORS BY PERCEIVED WILLINGNESS AND ABILITY OF PARENTS TO SUPPORT THEIR EDUCATION BEYOND HIGH SCHOOL

Level of Willingness or Abliity	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N
Willing and able	31	28	29
Willing but unable	64	69	68
Unwilling but able	2	2	2
Unwilling and unable	3	1	1
Total	100.00	100.00	100.00

df=3 X^2 Value=3.24 Not Significant

As they perceived the attitudes of their parents, rural and urban seniors did not differ significantly. The relatively high percentage of both rural and urban seniors who reported their parents as "willing but unable" reflects the feeling, or the fact, of severe economic depression, documented in various parts of this report. The fact that urban seniors parents were better situated economically than those of rural parents[12] failed to make enough difference for urban and rural seniors to entertain widely varying differences regarding the willingness and ability of their parents to support them in pursuing education beyond high school.

Favorite high school subjects and most influential subjects

This study investigated rural-urban differences in subject most liked in high school and high school subjects having greatest influence on the seniors' decisions to continue education beyond high school. These findings are presented in Table 20.

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12. Supra, Table 6 and 7.

TABLE 20. COMPARISON OF SENIORS BY HIGH SCHOOL SUBJECT MOST LIKED AND SUBJECT HAVING GREATEST INFLUENCE ON EDUCATIONAL ASPIRATION

Subjects	[a]Most Liked Rural N=197 % of N	 Urban N=360 % of N	 Total N=557 % of N	[b]Greatest Influence Rural N=197 % of N	 Urban N=360 % of N	 Total N=557 % of N
Business	11	12	12	10	10	10
English	17	15	16	23	12	16
Mathematics	17	18	18	13	14	13
Science	15	16	15	12	15	14
Social Science	10	14	13	18	24	22
Voc. Agri.	23	11	15	6	13	10
Trade and Ind.	3	10	7	8	10	10
Others	4	4	4	10	2	5
Total	100.00	100.00	100.00	100.00	100.00	100.00

df=7 [a]X^2 Value=23.18
Significant at .01 Level

df=7 [b]X^2 Value=19.64
Significant at .01 Level

Rural and urban seniors showed a highly significant difference in both subject most liked and in subject having greatest influence on their educational aspiration. While vocational agriculture was most liked of all high school subjects by rural seniors, English was the subject which influenced the highest percentage of rural seniors to aspire to education beyond high school. While mathematics and English were reported by the highest percentage of urban seniors as most liked, social science was the subject which influenced the greatest percentage to aspire to education beyond high school. It should be noted here that in the case of vocational agriculture and trade and industrial education, rural seniors and urban seniors had not had equal opportunity to be exposed to these high school offerings.

Some comparisons with the Shill (17) study seem to be in order here. In the Shill study, as in the present study, vocational agriculture and rural seniors reported vocational agriculture as the subject most liked. Vocational agriculture reported in the Shill study as the subject having greatest influence upon desired educational level for the vocational agriculture group. In the present study, English was reported as having the greatest influence on rural seniors to continue education beyond high school.

Grade level at which aspiration was established

The final variable of educational aspiration considered by this study was the grade level at which these 557 seniors reported that their educational aspiration became stabilized--

when they made their most recent decision regarding the level of education they wished to attain. Table 21 presents these findings.

TABLE 21. COMPARISON OF SENIORS BY GRADE LEVEL AT WHICH THEIR EDUCATIONAL ASPIRATION WAS ESTABLISHED

Grade Level	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N
Ninth grade	33	27	29
Tenth grade	18	23	21
Eleventh grade	26	27	27
Twelfth grade	23	23	23
Total	100.00	100.00	100.00

df=3 X^2 Value=3.18 Not Significant

Though there was a weak tendency for rural seniors to decide earlier in their high school career on their desired level of educational attainment, rural and urban seniors did not differ significantly on this criterion. According to the findings presented in Table 21, roughly one of every four seniors, both rural and urban, made their decisions during their senior year. Generally, this decision was about equally distributed among the seniors over the four high school years. Approximately one-half of the seniors made this decision during the eleventh and twelfth grades. By comparison, Shill found that approximately three-fourths of the seniors in his study selected their educational level during the eleventh and twelfth grades(17).

Reported educational aspirations of seniors

Having considered ten variables or possible influences on educational aspiration, this study now presents the reports of the seniors on the level of education to which they aspired. These findings are presented in Table 22.

Rural and urban seniors exhibited a highly significant difference when they were asked to report the highest level of education they wished to attain. On the score of educational aspiration, the findings of this study failed to support the findings of Middleton and Grigg in 1959 with regard to the non-significant difference between the aspirations of rural and urban Negro boys. Rather the findings tend to support the generalization that farm and rural nonfarm youth have lower levels of educational aspiration than urban youth.

TABLE 22. COMPARISON OF SENIORS BY LEVEL OF EDUCATIONAL ASPIRATION

Level of Aspiration	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N
Finish high school	16	7	10
Finish voc. school or jr. college	3	6	5
Finish three years college	25	17	20
Finish college	25	30	29
Finish masters	19	24	22
Finish doctorate	12	16	14
Total	100.00	100.00	100.00

df=5 X^2 Value=22.51 Significant at .01 Level

It is the opinion of the writer that note should be taken of certain relationships in these findings. First, 25 percent of the rural seniors and 30 percent of the urban seniors indicated that they aspired to finish college. From this area scarcely 15 percent of the high school graduates enter college, let alone complete college. This tends to support the conclusion of Kuvlesky (10) that "the aspirations of (rural) youth are not low either in an absolute sense or relative to the opportunities existing in the labor market." Secondly, attention is drawn to the extraordinarily low percentage of rural and urban seniors who aspired to complete a vocational school or junior college. The concept of two-years of post-secondary vocational-technical training for occupations is relatively new in Mississippi. Furthermore, these programs, organized mainly in the seventeen junior colleges have not, heretofore, been readily available to the seniors in this area. Thirdly, the data indicate that when the percentages of rural and urban seniors who wished to complete the "Masters" and the "Doctorate" are conbined, 31 percent rural and 40 percent urban, respectively result. When requisite mental ability, reported financial ability and employment opportunities are considered, it can be conservatively estimated that some degree of negative deflection of aspiration will likely occur for a substantial percentage of these seniors.

OCCUPATIONAL ASPIRATIONS

This section of the investigation was concerned with the level of occupational aspirations of these 557 youth. Selected social, economic, familial and community factors were examined as possible variables affecting level of aspiration.

Employment level of fathers and employment level aspirations of sons

Table 23 below examines the relationship between the level at which fathers were employed and the level at which sons aspired to become employed. Rural-urban differences on these two variables are also analyzed.

TABLE 23. COMPARISON OF SENIORS BY EMPLOYMENT LEVEL OF FATHERS AND EMPLOYMENT LEVEL ASPIRATION

	^{a}Fathers' Employment Level			^{b}Sons' Aspiration		
Employment Level	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N
Professional	2	5	4	44	53	50
Supervisory	2	3	2	8	10	10
Managerial	4	3	4	12	5	7
Technical	4	5	4	10	9	9
Sales and Clerical	5	4	4	6	4	4
Skilled	25	28	27	16	17	17
Unskilled and Semiskilled	58	52	55	4	2	3
Total	100.00	100.00	100.00	100.00	100.00	100.00

df=6 $^a\chi^2$ Value=14.40
Significant at .05 Level

df=6 $^b\chi^2$ Value=14.07
Significant at .05 Level

Rural and urban fathers differed significantly as to the level at which they were employed. The reader's attention is directed to the fact that more than 50 percent of these seniors reported that their fathers were employed at the semiskilled or unskilled levels. These data suggest a probable relationship between part-time employment and unemployment of fathers[13] and employment at the unskilled and semiskilled level.

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[13] Supra, Table 6.

Rural and urban seniors were significantly different on the criterion of level of employment to which they aspired. On this criterion, the aspirations of the urban seniors were significantly higher than the rural seniors. Forty-four percent of rural seniors and 53 percent of urban seniors reported that they aspired to a professional level of employment. These percentages compare favorably with those reported earlier in this report[14] to the extent that considerably more than 50 percent of both rural and urban seniors aspired to complete a level of education of a four-year college degree or above, a recognized minimum level of education required for entry into a profession.

This lack of realism is striking when compared with the fact that only 10 percent of the U. S. labor force involves professional occupations. (1). Both rural and urban youth seem to aspire to a higher level of employment than the trend in this level of employment can afford. Thus, these findings appear to be in accord with a generalization borne out by other related research: Aspirations of youth point to upward occupational mobility; more youth desire higher prestiage occupations than are available (1).

Certain other features of the data in Table 24 bear analysis and comment. The aspirations of both rural and urban youth for entry into employment at the "sales and clerical" level were substantially the same as the percentages of fathers employed at this level, despite the projected increase of 23 percent of persons to be employed at this level by 1970 (23). It is also predicted that the percentage of persons employed at the skilled level will increase perceptibly by 1970 (23). Still, the percentages of these seniors who aspired to this level of employment was lower than those of fathers reported as employed at this level. Finally, these seniors practically rejected, in their aspirations, the reported employment levels at which a majority of the fathers were employed.

Occupational industry employment of fathers and aspirations of sons

Aside from the level of employment, this investigation was concerned with the extent to which sons wished to become employed in the same industry in which their fathers were reported as being employed. These findings are presented in Table 24.

Rural and urban fathers did not differ significantly as to the industry in which they were employed.

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[14] Supra, Table 22.

TABLE 24. COMPARISON OF SENIORS BY OCCUPATIONAL INDUSTRY EMPLOYMENT OF FATHERS AND OCCUPATIONAL INDUSTRY ASPIRATIONS

	[a]Fathers' Industry			[b]Sons' Aspirations		
Industry	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N
Agriculture	54	31	29	11	7	9
Construction	7	17	14	14	16	15
Government	1	2	3	18	26	23
Manufacturing	8	10	12	19	12	15
Service and Miscellaneous	5	9	8	4	3	3
Retail and Wholesale	2	3	2	6	7	7
Transportation and Utilities	1	5	4	5	4	4
Other	22	23	28	23	25	24
Total	100.00	100.00	100.00	100.00	100.00	100.00

df=7 [a]X^2 Value=10.39
Not Significant

df=7 [b]X^2 Value=14.06
Significant at .05 Level

When the seniors were compared on the industry in which they desired to work, the rural-urban difference was significant. The extremely low percentage of both rural and urban seniors who aspired to work in agriculture should be noted by the reader. It is highly probable that these seniors conceived of agriculture as production agriculture only or farming, rather than as a vast complex of interrelated occupations requiring a knowledge and skill of agriculture.

Satisfaction with fathers' work

The level of satisfaction of sons with their fathers' work takes on two dimensions--the level at which the fathers are employed and the industry in which the fathers work. Data presented in Table 25 take into account these two factors.

TABLE 25. COMPARISON OF SENIORS BY LEVEL OF SATISFACTION WITH FATHERS' WORK

Level of Satisfaction	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N
Satisfied	21	28	25
Not Satisfied	79	72	75
Total	100.00	100.00	100.00

df=1 X^2 Value=3.37 Not Significant

No significant rural-urban differnces appeared on this criterion. The level of rejection of fathers' work, as desirable work for themselves, was high. Inasmuch as these seniors had exhibited a high level of rejection of both their fathers' level or employment[15] and their fathers' employemnt industry,[16] the results obtained in Table 25 were not surprising.

Person influencing occupational aspirations

It was desired to assess the extent to which rural and urban seniors differed relative to persons having influence on their occupational aspirations. It will be recalled that more than 50 percent of these seniors, both rural and urban, aspired to high prestige professional occupations[17] and that "Government" and "Manufacturing" were favorite industries.[18]

TABLE 26. COMPARISON OF SENIORS BY PERSONS HAVING GREATEST INFLUENCE ON THEIR OCCUPATIONAL ASPIRATIONS

Person	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N
Father	22	15	17
Mother	31	29	30
Brother (s)	7	10	9
Sister (s)	3	4	3
Other relative (s)	10	4	6
Friends	8	8	8
Teachers	9	11	11
Counselors	4	5	5
Ministers	0	1	0
Other person (s)	6	13	11
Total	100.00	100.00	100.00

df=9 X^2 Value=18.92 Significant at .01 Level

Rural and urban seniors were significantly different with regard to the person having the greatest influence on

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15. Supra, Table 23.

16. Supra, Table 24.

17. Supra, Table 23

18. Supra, Table 24.

their occupational aspiration. With both rural and urban seniors, the mother was the most influential of all persons. Only a token percentage of the seniors named teachers, counselors, and ministers as the person who most influenced their aspirations. The reader's attention is invited to Table 17 which shows, also, that the mother was the person named by the highest percentage of both rural and urban seniors as having greatest influence on their educational aspiration.

Sources of occupational information

The source and authenticity of occupational information received by an individual are often relevant to the occupation which he chooses to follow. Table 27 below presents data relative to selected sources of information about occupations.

TABLE 27. COMPARISON OF SENIORS BY SOURCES OF OCCUPATIONAL INFORMATION RECEIVED

Sources	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N
Books and Magazines	26	18	21
Radio and Television	20	16	18
Guidance Counselor	7	7	7
Occupational Pamphlets	2	6	4
Workers in Occupation	30	35	33
Other Sources	15	18	17
Total	100.00	100.00	100.00

df=5 X^2 Value=11.72 Significant at .05 Level

Rural and urban seniors differed significantly with regard to the sources from which they received occupational information. A higher percentage of both rural and urban seniors reported that they obtained their occupational information from "workers in occupation" than was true of any other single category. Nearly 50 percent of the seniors reported that they aspired to become employed at the professional[19] level. Approximately 25 percent reported that they aspired to finish college.[20] When these facts are compared, the assumption that the "workers in occupation" referred to were professional people, becomes teneable.

Here, again, Guidance Counselors were rated in fifth place and occupational pamphlets in sixth place as sources of information on occupations. It should be noted that more urban than rural seniors indicated that they received information from "workers in occupations", probably indicative of the comparatively wider contact of urban youth with people in various occupations. Likewise, the comparatively higher percentages of rural than urban seniors reporting that they received occupational information from "Books and Magazines" and "Radio and Television" are suggestive of the extent of isolation of rural respondents from people who might personally influence them in occupational aspiration.

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[19] Supra, Table 23.

[20] Supra, Table 22.

Other relevant factors

Finally, in the area of occupational aspirations and related factors, this study attempted to evaluate the seriousness with which seniors viewed occupational choice and the level of decision. Table 28 presents data relative to the former criterion.

TABLE 28. COMPARISON OF SENIORS BY AMOUNT OF THOUGHT GIVEN TO OCCUPATIONAL CHOICE

Amount of Thought	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N
Great deal	72	69	70
Some	25	27	26
Little	3	5	4
Total	100.00	100.00	100.00

df=2 X^2 Value=1.13 Not Significant

Rural and urban seniors were not significantly different when compared on the basis of amount of thought given to occupational choice. From the data reported in Table 28, it is apparent that these seniors considered the matter of choosing one's lifes' work is an important matter. In this context, the reader is reminded that about 75 percent of these seniors lived under conditions of severe economic deprivation[21] and that approximately 55 percent indicated that their major motivation for education beyond high school was to earn money.[22] These facts, considered in their proper relation to each other, hold tremendous implications for better understanding the motivations of youth. Among these

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21. Supra, Table 7.

22. Supra, Table 18

seniors, the economic necessity to be employed with renumeration was apparently a strong motivation.

Table 29 below presents data relative to the crystallization of occupational choice among the seniors studied.

TABLE 29. COMPARISON OF SENIORS BY CRYSTALLIZATION OF OCCUPATIONAL CHOICE

Decision Level	Rural N=197 % of N	Urban N=360 % of N	Total N=557 % of N
Mind made up	29	30	30
Think mind made up	37	31	33
Not fully decided	34	39	37
Total	100.00	100.00	100.00

df=2 X^2 Value=2.19 Not Significant

No significant difference was found between rural and urban seniors as regards to the decision level of occupational choice. Slightly more than one-third of the seniors had not crystallized their occupational decisions. Generally, about 30 percent of the seniors were in the final trial-stable period of occuaptional selection.

OCCUPATIONAL PREFERENCE

1. General Statement. Of the 557 seniors available for interview as reported in the preceding sections of this investigation, only 529 were available to complete the Kuder Preference Record Vocational, some six weeks later. Of the 529 who were administered this inventory, 188 were rural and 341 were urban. This number included only those seniors whose V-Score fell within the acceptable range (38-44). Therefore, a total of 28 seniors had either dropped out of school or did not complete this inventory, upon verification, for inclusion in this part of the study.

2. The Kuder-Form C in Vocational Counseling. Some specific uses of the "Kuder Preference Record - Form C" in a Guidance Program are:

a. To point out occupations for further study. These would be occupations that involve the types of duties for which the student expressed preferences. Preferences, of course, are a means for identifying promising occupations, but they must be supplemented with measures of ability. In no case is the "Kuder" intended to substitute for measures of ability.

b. To check on a person's choice of occupation. The "Kuder" is particularly valuable for discovering whether a person's choice of occupation is consistent with the type of thing he ordinarily prefers to do. If the occupation is not made up of activities he usually enjoys, the choice may well be a poor one.

The "Kuder Preference Record - Form C" helps make a systematic approach to this problem by measuring preferences in ten broad areas:

Outdoor: Indicates a preference for work that keeps one outside most of the time, usually dealing with animals and growing things.

Mechanical: Indicates a preference for work with machines and tools.

Computational: Indicates a preference for working with numbers.

Scientific: Indicates a preference for discovering new facts and solving problems.

Persuasive: Indicates a preference for meeting and dealing with people, and promoting projects or things to sell.

Artistic: Indicates a preference for doing creative work with one's hands. It is usually work that has "eye appeal" involving attractive design, color, and materials.

Literary: Indicates a preference for reading and writing.

Musical: Indicates a preference for going to concerts, playing instruments, singing, or reading about music and musicians.

Social Service: Indicates a preference for helping people.

Clerical: Indicates a preference for office work that requires "precision and accuracy."

Rural-urban compariosn of preferences. For sake of comparison, the frequencies of seniors obtaining scores at the various stanines have been compressed into Stanine Levels of Low, stanines 1-3; Middle, stanines 4-6, and; Upper, stanines 7-9. This categorization effectively delineates the high scores at about the 70th percentile. A score at the 75th percentile is recognized as the point at which a counselee may be reasonably more certain that his preferences fit into the pattern of activities required of selected occupations. The middle category, 4-6, has one of several connotations: (a) no exceptional interests relative to the norm group; (b) the blank may have been filled out carelessly and with misunderstanding, and; (c) occupational interests fall within fields of personal service and manual labor. The possibility (b) was eliminated by excluding forms with unacceptable V-Scores, after repeated administration and rechecking for possible errors.

3. Mechanical Preferences. Table 30 shows the distribution of 529 rural and urban seniors as regards preference for occupations requiring mechanical activities.

Though these seniors did not differ significantly on this criterion; there was a slight tendency for rural seniors to prefer mechanical occupations. Roughly, one out of every five seniors, both rural and urban, showed unusual interest in these kinds of occupations, evidenced by scores in the "upper" category.

TABLE 30. COMPARISON OF SENIORS BY MECHANICAL PREFERENCE

Stanine Level	Rural N=188 % of N	Urban N=341 % of N	Total N=529 % of N
Upper 7-9	20	19	20
Middle 4-6	72	71	71
Low 1-3	8	10	9
Total	100.00	100.00	100.00

df=2 X^2 Value=.964 Not Significant

4. Computational preferences. When these seniors were compared on the basis of their preference for occupations requiring them to work with numbers, Table 31, they showed no significant difference.

TABLE 31. COMPARISON OF SENIORS BY COMPUTATIONAL PREFERENCE

Stanine Level	Rural N=188 % of N	Urban N=341 % of N	Total N=529 % of N
Upper 7-9	26	31	29
Middle 4-6	70	63	66
Low 1-3	4	6	5
Total	100.00	100.00	100.00

df=2 X^2 Value=2.436 Not Significant

Attention needs to be called to the fact, however, that considerably fewer urban than rural seniors, 63 percent and 70 percent, expressed no unusual interest in this area. Also, more urban seniors than rural seniors scored in the upper scale on this criterion.

5. Scientific preferences. Table 32 presents the findings as regards the preference of these seniors for things scientific.

Here, again, no significant difference was found. Nevertheless, there was the tendency for urban seniors to exhibit unusual preference. Generally 20 percent of the seniors showed unusual preference for occupations dealing with problem-solution and fact finding.

TABLE 32. COMPARISON OF SENIORS BY SCIENTIFIC PREFERENCE

Stanine Level	Rural N=188 % of N	Urban N=341 % of N	Total N=529 % of N
Upper 7-9	19	23	22
Middle 4-6	62	64	63
Low 1-3	19	13	15
Total	100.00	100.00	100.00

df=2 X^2 Value=3.714 Not Significant

6. Preference for persuasive occupations. When rural and urban seniors were compared on their preferences for work that require them to work with people and promote projects, they showed no significant difference.

TABLE 33. COMPARISON OF SENIORS BY PERSUASIVE PREFERENCE

Stanine Level	Rural N=188 % of N	Urban N=341 % of N	Total N=529 % of N
Upper 7-9	20	25	23
Middle 4-6	75	67	70
Low 1-3	5	8	7
Total	100.00	100.00	100.00

df=2 X^2 Value=4.369 Not Significant

The writer points out, however, that more urban than rural seniors showed special or unusual interest in this area.

7. Artistic preference. Table 34 below presents the findings of this study as regards the preferences of these seniors for activities which are artistic in nature.

TABLE 34. COMPARISON OF SENIORS BY ARTISTIC PREFERENCE

Stanine Level	Rural N=188 % of N	Urban N=341 % pf N	Total N=529 % of N
Upper 7-9	10	20	16
Middle 4-6	78	66	70
Low 1-3	12	14	14
Total	100.00	100.00	100.00

df=2 X^2 Value=7.551 Significant at .05 Level

A significant difference was found between rural and urban seniors. This difference is contributed to mainly by the uncommonly low percentage of rural seniors who scored in the upper level on this criterion.

8. Literary preference. Rural and urban seniors did not differ significantly when compared on the basis of their preference for activities that are literary in nature, reading and writing. An important finding, however, is the extremely low percentage of both rural and urban seniors who scored at or above the 70th percentile on this criterion.

TABLE 35. COMPARISON OF SENIORS BY LITERARY PREFERENCE

Stanine Level	Rural N=188 % of N	Urban N=341 % of N	Total N=529 % of N
Upper 7-9	9	12	11
Middle 4-6	72	67	69
Low 1-3	19	21	20
Total	100.00	100.00	100.00

df=2 X^2 Value=2.630 Not Significant

9. Musical preference. This investigation suggests that rural and urban boys differed significantly in their preference for musical activities, Table 36.

TABLE 36. COMPARISON OF SENIORS BY MUSICAL PREFERENCE

Stanine Level	Rural N=188 % of N	Urban N=341 % of N	Total N=529 % of N
Upper 7-9	17	24	22
Middle 4-6	72	61	65
Low 1-3	11	15	13
Total	100.00	100.00	100.00

df=2 X^2 Value=7.099 Significant at .05 Level

While only 17 percent of rural seniors scored at or above the 70th percentile on this criterion, 24 percent of the urban seniors scored in this category. Still, again, more rural seniors showed no unusual interests or preference for this area.

10. Preference for social service. Rural and urban seniors were not significantly different when compared on their preference for activities of a social nature, helping people, Table 37.

TABLE 37. COMPARISON OF SENIORS BY SOCIAL SERVICE PREFERENCE

Stanine Level	Rural N=188 % of N	Urban N=341 % of N	Total N=529 % of N
Upper 7-9	6	11	9
Middle 4-6	74	69	71
Low 1-3	20	20	20
Total	100.00	100.00	100.00

df=2 X^2 Value=3.853 Not Significant

It is apparent, though, from these data that altruism plays an insignificant role in the occupational orientation of these seniors. The percentage of seniors scoring in the middle category was not greatly different from those found in other areas of this section of the study. The percentage scoring in the low category was comparatively higher; the percentage scoring in the upper category was disproportionately low.

11. Clerical preferences. Table 38 presents data of the study on the preferences of the seniors in occupations which are clerical in nature.

TABLE 38. COMPARISON OF SENIORS BY CLERICAL PREFERENCE

Stanine Level	Rural N=188 % of N	Urban N=341 % of N	Total N=529 % of N
Upper 7-9	19	17	17
Middle 4-6	72	74	74
Low 1-3	9	9	9
Total	100.00	100.00	100.00

df=2 X^2 Value=.381 Not Significant

The difference was not significant. As a matter of fact, there was closer agreement between rural and urban seniors on this criterion than on any other in this section of the study.

OCCUPATIONAL APTITUDES

This part of this investigation was concerned with an attempt to assess the various kinds of aptitudes possessed by youth. The General Aptitude Test Battery (GATB) was administered by the Mississippi Employment Security Commission. The results of this test were reported to the Project Director as: (a) raw scores, (b) aptitude scores, and as Occupational Aptitude Patterns (OAP). The various aptitudes measured by the GATB are as follows:

G. Intelligence. General learning ability. The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgements closely related to doing well in school.

V. Verbal Aptitude. The ability to understand the meaning of words and to use them effectively. The ability to comprehend language, to understand relationships between words and to understand meanings of whole sentences and paragraphs.

N. Numerical Aptitude. The ability to perform arithmetic operations quickly and accurately.

S. Spatial Aptitude. The ability to think visually of geometric forms and to comprehend the two-dimensional representations of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.

P. Form Perception. The ability to perceive pertinent detail in objects or in pictorial or graphic materials. The ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

Q. Clerical Perception. The ability to perceive pertinent detail in verbal or tabular material. The ability to observe differnces in copy, to proofread words and numbers, and to avail perceptual errors in arithmetic computation.

K. Motor Coordination. The ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. The ability to make a movement response accurately and swiftly.

F. Finger Dexterity. The ability to move the fingers, and manipulate small objects with the fingers, rapidly and accurately.

M. Manual Dexterity. The ability to move the hands easily and skillfully. The ability to work with the hands in placing and turning motions.

As an aid to the reader in the interpretation of the finding of this section, the following information is offered regarding scores on the GATB: The mean of the scores on each aptitude is 100, and the standard deviation is 20. A score of 100, thus, approximates the 50th percentile. Accordignly, each 20-point interval above or below 100 represents one standard deviation above or below the mean.

G. Intelligence. Table 39 below presents the findings of this study regarding scholastic aptitude of the seniors. It will be noted that five percent and six percent, respectively of rural and urban seniors scored in the 100-119 category (one standard deviation above the mean.

TABLE 39. COMPARISON OF SENIORS BY INTELLIGENCE OR SCHOLASTIC APTITUDE (G)

Intervals	Rural N=188 % of N	Urban N=289 % of N	Total N=477 % of N
140 and Above	none	none	none
120-139	none	none	none
100-119	5	6	5
80-99	34	57	48
60-79	60	36	46
Below 60	1	1	1
Total	100.00	100.00	100.00

df=5 X^2 Value=35.18 Significant at .01 Level

It should be noted that Aptitude G (Intelligence) as a predictor of success in college, suggests this level of aptitude as a minimum.

The difference between rural and urban seniors was highly significant. Urban seniors exhibited a higher level of scholastic ability as evidenced by the disproportionately higher percentage of urban seniors scoring in the "80-99" interval and the corresponding low percentage or urban seniors scoring in the lower (60-79) category.

V. Verbal Aptitude. Rural and urban seniors were not significantly different when compared on the criterion of verbal ability --- generally linquistic ability.

TABLE 40. COMPARISON OF SENIORS BY VERBAL APTITUDE

Intervals	Rural N=188 % of N	Urban N=289 % of N	Total N=477 % of N
140 and Above	none	none	none
120-139	none	none	none
100-119	2	5	3
80-99	39	50	46
60-79	58	45	50
Below 60	1	none	1
Total	100.00	100.00	100.00

df=5 X^2 Value=9.29 Not Significant

Even though the difference was not significant, the verbal abilities of urban seniors were superior to those of rural seniors. Only three percent of rural and urban seniors combined, scored above the mean on this criterion.

N. Numerical Aptitude. When rural and urban seniors were compared on the basis of numerical aptitude, a highly significant difference resulted, as shown in Table 41 below. Twelve percent of the rural seniors and 19 percent of the urban seniors exhibited exceptional (scoring above the mean) aptitude for matters of a numerical nature.

TABLE 41. COMPARISON OF SENIORS BY NUMERICAL APTITUDE

Intervals	Rural N=188 % of N	Urban N=289 % of N	Total N=477 % of N
140 and Above	none	none	none
120-139	1	1	1
100-119	11	18	15
80-99	45	57	52
60-79	32	21	26
Below 60	11	3	6
Total	100.00	100.00	100.00

df=5 X^2 Value=22.70 Significant at .01 Level

The data suggest a superiority in numerical ability of urban seniors over rural seniors. Nearly one of every three rural seniors and nearly one of every four urban seniors, scored at or below two standard deviations below the mean on this test.

S. Spatial Aptitude. Table 42 below presents the findings of the study on the aptitude of the seniors to perceive spatial relations.

TABLE 42. COMPARISON OF SENIORS BY SPATIAL APTITUDE

Intervals	Rural N=188 % of N	Urban N=289 % of N	Total N=477 % of N
140 and Above	1	1	1
120-139	1	2	2
100-119	9	16	13
80-99	41	37	39
60-79	43	40	41
Below 60	5	4	4
Total	100.00	100.00	100.00

df=5 X^2 Value=8.04 Not Significant

Rural and urban seniors did not differ significantly on this criterion. Urban seniors excelled, though slightly, on spatial aptitude.

P. Form Perception. Table 43 below compares seniors on the ability to make visual comparisons and discriminations in shapes and shadings of graphic material.

TABLE 43. COMPARISON OF SENIORS BY FORM PERCEPTION

Intervals	Rural N=188 % of N	Urban N=289 % of N	Total N=477 % of N
140 and Above	none	1	1
120-139	3	8	6
100-119	21	32	27
80-99	45	46	46
60-79	24	11	16
Below 60	7	2	4
Total	100.00	100.00	100.00

df=5 X^2 Value=22.83 Significant at .01 Level

Highly significant rural-urban differences were found on this criterion. A total of 41 percent of urban seniors scored above the 50th percentile; only 24 percent of the rural seniors scored at this level.

Q. Clerical Perception. When the seniors were compared on the basis of aptitude to perceive pertinent detail in verbal or tabular material, significant and interesting differences occurred.

TABLE 44. COMPARISON OF SENIORS BY CLERICAL PERCEPTION

Intervals	Rural N=188 % of N	Urban N=289 % of N	Total N=477 % of N
140 and Above	1	1	1
120-139	4	7	6
100-119	24	37	31
80-99	63	52	56
60-79	7	3	5
Below 60	1	none	1
Total	100.00	100.00	100.00

df=5 X^2 Value=13.88 Significant at .05 Level

Only 29 percent of rural seniors scored above the 50th percentile, while 45 percent of urban seniors scored within this range.

K. Motor Coordination. In the ability to coordinate eyes with hand and fingers rapidly and accurately, the seniors exhibited a highly significant difference.

TABLE 45. COMPARISON OF SENIORS BY MOTOR COORDINATION

Intervals	Rural N=188 % of N	Urban N=289 % of N	Total N=477 % of N
140 and Above	2	2	2
120-139	9	11	11
100-119	22	37	31
80-99	47	44	45
60-79	18	5	10
Below 60	2	1	1
Total	100.00	100.00	100.00

df=5 X^2 Value=29.61 Significant at .01 Level

About one of every three rural seniors scored above the mean. One of every two urban seniors scored above the mean.

F. Finger Dexterity. Table 46 below presents the finding relative to the seniors ability to manipulate small objects with the fingers, rapidly and accurately.

TABLE 46. COMPARISON OF SENIORS BY FINGER DEXTERITY

Intervals	Rural N=188 % of N	Urban N=289 % of N	Total N=477 % of N
140 and Above	none	1	1
120-139	4	3	3
100-119	15	21	19
80-99	34	41	38
60-79	32	30	30
Below 60	15	4	9
Total	100.00	100.00	100.00

df=5 X^2 Value=15.55 Significant at .01 Level

A highly significant rural-urban difference was found. Nineteen percent of the rural seniors, as opposed to 25 percent of the urban seniors, scored above the mean on this criterion. The reader's attention is directed to a comparsion of percentage of rural and urban seniors who scored below 60 on this test.

M. Manual Dexterity. Table 47 below presents the findings on the ability of the seniors to move the hands skillfully and accurately.

TABLE 47. COMPARISON OF SENIORS BY MANUAL DEXTERITY

Intervals	Rural N=188 % of N	Urban N=289 % of N	Total N=477 % of N
140 and Above	3	2	2
120-139	13	11	12
100-119	24	32	29
80-99	28	36	33
60-79	27	17	21
Below 60	5	2	3
Total	100.00	100.00	100.00

df=5 X^2 Value=12.87 Significant at .05 Level

The rural-urban difference was significant. It should be pointed out here that, only in manual dexterity alone, did the percentages of rural seniors scoring in any category above the mean exceed those of the urban seniors. Even here, the total number of urban seniors scoring above the mean exceeded that of the rural seniors.

IV. SUMMARY, CONCLUSIONS, AND IMPLICATIONS

SUMMARY AND CONCLUSIONS

Purpose and objectives

It was the purpose of this study to provide a description of male Negro youth in the Mississippi Delta in terms of their orientation to education and occupations. The factors of orientation analyzed were interests, aspirations, and aptitudes. The specific objectives were:

1. To assess levels of occupational and educational aspriations.
2. To assess occupational preferences (interests).
3. To assess occupational aptitudes.
4. To make recommendations, based upon findings, for the improvement of the educational systems available to socio-economically disadvantaged youth.

Methodology

The study was made in ten Mississippi Delta counties. Twelve predominantly Negro public high schools were included in the study. A total of 197 rural and 360 urban Negro male youth of senior high school classification constituted the population.

The data were collected by the high school counselors in the respective high schools, and the Mississippi Employment Security Commission.

The Chi Square statistical technique was used to analyze the data on a rural-urban dichotomy. Levels of statistical significance were computed and reported on 47 variables.

Background for the study

The fact of extreme poverty was borne out by the study. About 70 percent of the seniors were members of families whose annual incomes were less than $3,000. Over one-half the seniors' fathers were employed part-time or unemployed.

Selected social, economic and cultural factors of the community were found to have varying degrees of association with, and influence on, differences in interests, aptitudes and aspirations of youth.

The assumed detrimental effect of "broken" homes on the outlook of youth failed to gain support in this study. The incidence of living in broken homes was significantly higher for urban seniors than for rural seniors. Still the urban seniors exhibited significantly higher aspirations than did rural seniors.

Educational aspirations

The findings of this study tend to support the generalization that the educational aspirations of urban youth are higher than those of rural youth.

Both rural and urban seniors received considerable encouragement from parents for upward educational mobility. Mothers were, by far, the most influential person in the lives of the seniors in the establishments of educational aspirations.

About 29 percent of the seniors aspired to finish four years of college. Still, about 67 percent reported "lack of finance" and 68 percent reported that their parents would be "willing but unable" to finance their education beyond high school.

The number of seniors who aspired to two-year terminal vocational or vocational-technical courses beyond high school was low when compared with those who aspired to earn a Bachelors Degree.

Occupational aspirations

The generalizations that the occupational aspirations of urban youth are higher than those of rural youth, and that the aspirations of youth are high relative to the opportunities existing in the labor market, were supported by this study.

An appalling lack of appropriate and valid occupational information among the seniors was revealed. This deficiency was best reflected in the kinds of occupations, and hence the requisite educational preparation, which they did not elect to follow. This included certain occupations and levels of employment which are rapidly--growing sectors of the labor force.

Occupational preference

With the exceptions of preference for Artistic Occupations and Musical Occupations, rural and urban seniors were not significantly different.

Based upon preference scores on the ten occupational areas assessed by the Kuder Preference Record--vocation; a range of from 5 percent to 15 percent showed minimal preference for any occupational area; from 63 percent to 74 percent indicated that their interests lay within the area of personal service or manual labor; a range of from 9 percent to 29 percent exhibited special interest or preference for selected occupations.

The writer, infers that, based on the criterion of interest: About 10 percent of the sneiors could benefit from "special needs" education; about seventy percent of the seniors might be counseled to consider vocational or vocational-technical education, and that generally 20 percent of the seniors might seriously consider specialized occupations requiring higher-level education.

Aptitudes

Results of the General Aptitude Test Battery (GATB) exhibited wide rural-urban differences. A significant difference was found in the case of a majority of these tests. On all tests administered, urban seniors scored higher than did rural seniors, with the exception of "Manual Dexterity".

When the combined scores of rural and urban seniors were considered, the seniors excelled in the areas of "Motor Coordination" and "Manual Dexterity". Forth-four percent of the seniors, thus combined, scored above the mean on motor coordination and forty-three percent scored above the mean on manual dexterity. The mean of both rural and urban seniors scored more than one standard deviation below the mean on the Intelligence (G) Test.

IMPLICATIONS

1. The students included in this study exhibited time and again the need for well organized and implemented programs in counseling and guidance. The magnitude of this stask is enormous --- so enormous, in fact, that in most of the schools, additional well-trained personnel will be required to do an effective job.

   There is no attempt here to prescribe the qualifications of counselors; these academic qualifications are defined by the Mississippi State Department of Education Bureau of Teacher Certification. In addition to these qualifications, Guidance Counselors should be oriented to the philosophy and the psychology of Vocational and Technical Education, should have a knowledge of and a sympathy with education for the world of work, as well as with the more academic phases of education.

2. Well-conceived and conscientiously-conducted programs in occupational information would prove to be of inestimable value to students in these schools. It is suggested that such programs be conducted, at least, at the junior high school level, preparatory to the selection of a vocational area by the students in senior high school.

   Implicit in this recommendation is the concept that students will be truly free to select a vocational area to study, that they will have the necessary expert guidance in making the selection, and that there will be an optimum range of vocational and vocational-technical education alternatives from which to select.

3. This study pointed up the need for comprehensive and relevant programs of vocational education. The minimum programs in Vocational Agriculture and Industrial Education, it seems, were not sufficient to satisfy the interests or to stimulate the imaginations of the youth.

   These vocational programs should be built on a solid foundation of good basic general education, including exploratory education, and adequate evidence of requisite interests, aspirations and aptitudes of the enrollees.

Vocational and vocational--technical programs which are truly comprehensive are expensive. They require expensive specialized equipment and facilities. In addition, such programs can not be expected, because of the specificity of instruction, to accommodate large numbers of students if efficiency is expected. Thus, it is recommended that in cases where the finanical demands are too great for a single school , school system or county, area vocational schools should be established to serve a number of systems or counties.

4. This study attempted to render a rather more scientific assessment of interests or preferences and aptitude than is normally provided by these school systems. Based upon these assessments, a reasonable conclusion may be drawn: That about ten percent of these students showed a level of and intensity of interests in specific occupational and vocational areas and the requisite mental potential as to cast some doubt about their prospects of successfully pursuing the educational programs as they are presently organized and conducted; that about 70 percent possess these qualities to an extent that they could benefit from careful and systematic instruction in areas requiring an optimum amount of involvement in purely literary work, and; that about 20 percent exhibited these qualities at a level that they could be successful if encouraged to pursue higher education.

Thus, for the ten percent who are mentally or academically handicapped, special needs education should be made available. The 70 percent should constitute the levels of the secondary vocational education and post-secondary vocational-technical education enrollees. The other 20 percent, depending on their options, should constitute the college-bound youth. There is, however, no incompatibility in students of vocational education being also college bound.

5. Finally, there is merit in following up the students included in this study. Such study could aid in gaging the realism of aspirations, furnish an insight into the problems and process of adjustment to life after high school, provide feedback for improvement of the educational programs, and add to the field of knowledge of level of aspiration, expectations and deflection among socio-economically handicapped youth.

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APPENDIX A

AN INTERVIEW SCHEDULE
ON THE
EDUCATIONAL AND OCCUPATIONAL ORIENTATION OF
NEGRO MALE YOUTH IN THE MISSISSIPPI DELTA

The items (questions) in this survey are a part of an intensive study of Negro male seniors in the Mississippi Delta. The purpose of this part of the study is to provide information for helping to design educational programs to better serve the needs of other young men like you in the future.

All replies given by you will be kept strictly Confidential. It will be appreciated if you will answer all questions as frankly and honestly as you can. This is not a test.

INSTRUCTIONS

1. Please answer each item carefully and truthfully.
2. Reply to each item by marking a check ( ) by the appropriate answer.
3. Please give one, and only one, response to each and every item.

SCHOOL NAME ______________________ SCHOOL CODE ( )

STUDENT'S NAME ____________________ CODE ( )

DATE ____________________________

6. Size of school:
( ) 1. Less than 300 ( ) 2. 300 to 600 ( ) 3. 600 or more

7. Vocational agriculture training:
( ) 1. None ( ) 2. 1 year ( ) 3. 2 years
( ) 4. 3 years

8. Age:
( ) 1. 16 or less ( ) 2. 17 ( ) 3. 18
( ) 4. Poor

9. General health:
( ) 1. Excellent ( ) 2. Good ( ) 3. Fair
( ) 4. Poor

10. Vision:
( ) 1. Excellent ( ) 2. Good ( ) 3. Fair
( ) 4. Poor

11. Hearing:
( ) 1. Excellent ( ) 2. Good ( ) 3. Fair
( ) 4. Poor

12. Physical defects:
( ) 1. None ( ) 2. Minor ( ) 3. Serious
( ) 4. Major

13. I live in:
( ) 1. the country on a farm
( ) 2. the country
( ) 3. a small town (less than 2,500 pop.)
( ) 4. a large town (2,500 to 10,000 pop.)

14. My parents are:
( ) 1. both living ( ) 3. father dead ( ) 5. divorced
( ) 2. both dead ( ) 4. mother dead ( ) 6. separated

15. I live with:
( ) 1. my father and mother
( ) 2. my father only
( ) 3. my mother only
( ) 4. my aunt or uncle
( ) 5. my grandparents
( ) 6. others

16. Father has for the past three years been:
( ) 1. fully employed
( ) 2. employed part-time
( ) 3. unemployed

17. Mother has (or had):
( ) 1. a full-time job outside the home
( ) 2. a part-time job outside the home
( ) 3. no job outside the home

18. Father's annual income is:
( ) 1. less than $600
( ) 2. $600-$1,199
( ) 3. $1,200-$1,799
( ) 4. $1,800-$2,399
( ) 5. $2,400-$2,999
( ) 6. $3,000-$3,599
( ) 7. $3,600-$4,199
( ) 8. $4,200-$4,799
( ) 9. $4,800 or more

19. Mother's annual income is:
( ) 1. less than $600
( ) 2. $600-$1,199
( ) 3. $1,200-$1,799
( ) 4. $1,800-$2,399
( ) 5. $2,400-$2,999
( ) 6. $3,000-$3,599
( ) 7. $3,600-$4,199
( ) 8. $4,200-$4,799
( ) 9. $4,800 or more

20. How many borthers and sisters do you have?:
( ) 1. None
( ) 2. 1 or 2
( ) 3. 3 or 4
( ) 4. 5 or 6
( ) 5. 7 or 8
( ) 6. 9 or more

21. Of the children in my family, I am:
( ) 1. the youngest
( ) 2. intermediate
( ) 3. the oldest

22. Father's education:
( ) 1. Did not attend school
( ) 2. Eighth grade or less
( ) 3. Ninth-eleventh grades
( ) 4. Completed high school
( ) 5. Terminal trades or Jr. College
( ) 6. B.S. Degree or above
( ) 7. I don't know

23. Father thinks the amount of education he obtained is:
( ) 1. Excellent
( ) 2. Good
( ) 3. Fair
( ) 4. Satisfactory
( ) 5. Poor
( ) 6. Very poor

24. I believe that father's amount of education is (or was):
( ) 1. Excellent
( ) 2. Good
( ) 3. Fair
( ) 4. Satisfactory
( ) 5. Poor
( ) 6. Very poor

25. I desire to obtain:
( ) 1. more education than father
( ) 2. less education than father
( ) 3. the same amount of education as father

26. As to continuing my education after high school, father:
( ) 1. Encourages me to obtain more education
( ) 2. Never says much about it
( ) 3. Discourages me about obtaining more education
( ) 4. Thinks I should go to work after high school

27. Father would like for me to attain the following level of education:
( ) 1. Finish high school
( ) 2. Finish a vocational school
( ) 3. College (three years or less)
( ) 4. College (Bachelor's Degree)
( ) 5. College (Master's Degree)
( ) 6. College (Doctor's Degree)

28. Mother thinks the amount of education she received is:
( ) 1. Excellent
( ) 2. Good
( ) 3. Fair
( ) 4. Satisfactory
( ) 5. Poor
( ) 6. Very poor

29. I believe that mother's education is (or was):
( ) 1. Excellent
( ) 2. Good
( ) 3. Fair
( ) 4. Satisfactory
( ) 5. Poor
( ) 6. Very poor

30. I desire to obtain:
( ) 1. More education than my mother
( ) 2. Less education than my mother
( ) 3. The same amount of education as my mother

31. As to continuing my education after high school, mother:
( ) 1. Encourages me to obtain more education
( ) 2. Never says much about it
( ) 3. Discourages me about obtaining more education
( ) 4. Thinks I should to to work after high school

32. Mother would like for me to attain the following level of education:
( ) 1. Finish high school
( ) 2. Finish a vocational school
( ) 3. College (three years of less)
( ) 4. College (Bachelor's Degree)
( ) 5. College (Master's Dgree)
( ) 6. College (Doctor's Degree)

33. I would to attain the following level of education:
( ) 1. Finish high school
( ) 2. Finish a vocational school
( ) 3. College (three years or less)
( ) 4. College (Bachelor's Degree)
( ) 5. College (Master's Degree)
( ) 6. College (Doctor's Degree)

34. Which of the following persons had the most influence in helping you decide on the amount of education you desire?:
( ) 1. Father
( ) 2. Mother
( ) 3. Brother (s)
( ) 4. Sister (s)
( ) 5. Other relative
( ) 6. Friend (s)
( ) 7. Minister (s)
( ) 8. Teachers
( ) 9. Guidance Counselor(s)

35. When did you make your educational choice?:
( ) 1. Ninth grade
( ) 2. Tenth grade
( ) 3. Eleventh grade
( ) 4. Twelfth grade

36. If you will not continue your education after high school, your main reason will be?:
( ) 1. Lack of interest
( ) 2. Lack of ability
( ) 3. Lack of finance

37. Are any of your friends planning to continue their education?:
( ) 1. Most of them
( ) 2. Some of them
( ) 3. Few of them
( ) 4. None of them

38. I desire to continue my education because:
( ) 1. It will make me a better person
( ) 2. It will allow me to make more money
( ) 3. It will allow me to gain more respect
( ) 4. Everybody else is

39. As to financial help from my parents for continuing my education, they would:
( ) 1. Be willing and able
( ) 2. Be willing but unable
( ) 3. Be unwilling but able
( ) Be unwilling and unable

40. Subjects liked most in high school:
( ) 1. Business
( ) 2. English
( ) 3. Mathematics
( ) 4. Science
( ) 5. Social Science
( ) 6. Vocational agriculture
( ) 7. Trades Ind. Edu.
( ) 8. Others

41. Which subject had most influence on your educational choice?:
( ) 1. Business
( ) 2. English
( ) 3. Mathematics
( ) 4. Science
( ) 5. Social Studies
( ) 6. Trade & Ind. Education
( ) 7. Others

42. As for grades in high school, I am in the:
( ) 1. Upper 10% of the class
( ) 2. Upper 33% of the class
( ) 3. Lower 33% of the class
( ) 4. Middle 33% of the class

43. Father's occupation is classified as:
( ) 1. Professional
( ) 2. Supervisory
( ) 3. Managerial
( ) 4. Technical
( ) 5. Sales
( ) 6. Clerical
( ) 7. Skilled
( ) 8. Semi-skilled
( ) 9. Unskilled

44. Father works in:
( ) 1. Agriculture
( ) 2. Construction
( ) 3. Government
( ) 4. Manufacturing
( ) 5. Finance Ins. Real Estate
( ) 6. Mining
( ) 7. Service & Miscellaneous
( ) 8. Retail & Wholesale
( ) 9. Transportation & Utilities
( )10. Other

45. Father considers his occupation to be:
( ) 1. Excellent
( ) 4. Poor
( ) 2. Good
( ) 3. Fair

46. Mother considers my father's occupation to be:
( ) 1. Excellent
( ) 4. Poor
( ) 2. Good
( ) 3. Fair

47. I consider my father's occupation to be:
( ) 1. Excellent
( ) 2. Good
( ) 3. Fair
( ) 4. Poor

48. Often I wish my father had a different occupation:
( ) 1. Yes
( ) 2. No

49. I would like to work in the same occupation as my father:
( ) 1. Yes
( ) 2. No

50. The occupational group in which I would like to work is:
( ) 1. Professional
( ) 2. Supervisory
( ) 3. Managerial
( ) 4. Technical
( ) 5. Sales
( ) 6. Clerical
( ) 7. Skilled
( ) 8. Semi-skilled
( ) 9. Unskilled

51. The industry in which I would like to work is:
( ) 1. Agriculture
( ) 2. Construction
( ) 3. Government
( ) 4. Manufacturing
( ) 5. Mining
( ) 6. Finance Ins., Real Estate
( ) 7. Service & Miscellaneous
( ) 8. Retail and Wholesale
( ) 9. Transportation and Utilities
( )10. Other

52. Before making my occupational choice:
( ) 1. I gave the matter a great deal of thought
( ) 2. I gave the matter some thought
( ) 3. I gave the matter little thought

53. In my choice of occupation:
( ) 1. My mind is made up
( ) 2. I think my mind is made up
( ) 3. I have not fully decided

54. I received most information about the occupation I would like to enter from:
( ) 1. Books and Magazines
( ) 2. Radio and Television
( ) 3. Guidance Counselor
( ) 4. Occupational Pamphlets
( ) 5. People working in occupation
( ) 6. Other

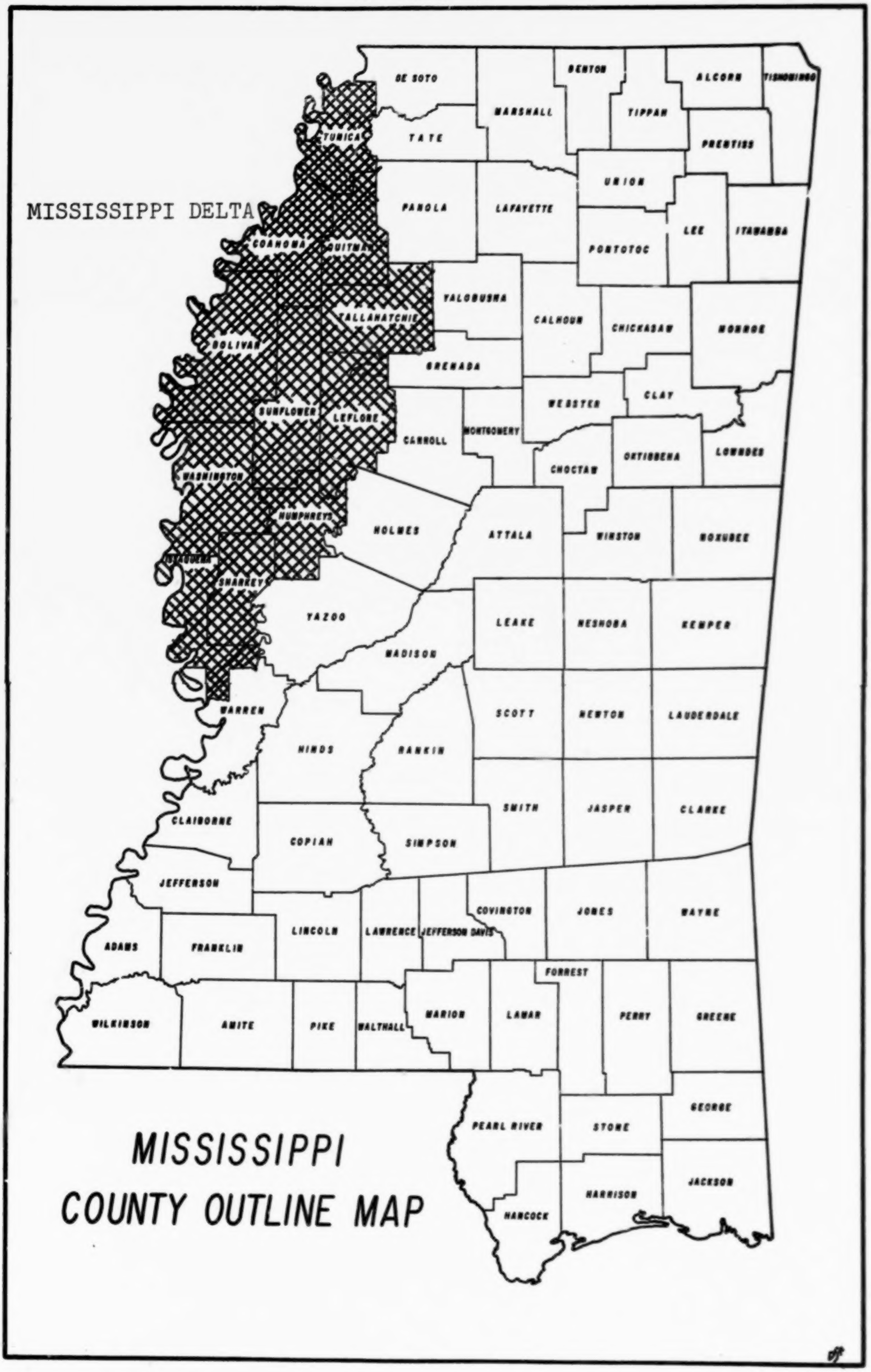
55. What is the main reason for your occupational choice?:
( ) 1. Interest in the work
( ) 2. Number of hours one must work
( ) 3. The availability of the job
( ) 4. The good one can do
( ) 5. Social standing of the occupation
( ) 6. The money one can make
( ) 7. The education required for entry

56. Which person had the most influence in helping you decide on an occupation?:
( ) 1. Father
( ) 2. Mother
( ) 3. Brother
( ) 4. Sister
( ) 5. Other relative
( ) 6. Friend
( ) 7. Teachers
( ) 8. Guidance Counselors
( ) 9. Minister
( )10. Others

57. When did you choose the occupation you prefer?:
( ) 1. Grammar school
( ) 2. Ninth grade
( ) 3. Tenth grade
( ) 4. Eleventh grade
( ) 5. Twelfth grade

58. Personal property items in the home in which I live include (check as many as apply):
( ) 1. Automobile
( ) 2. Gas or Electric Range
( ) 3. Central Heating
( ) 4. Piped Water
( ) 5. Running Hot Water
( ) 6. Television
( ) 7. Mechanical Refrigerator
( ) 8. Home Freezer
( ) 9. Washing Machine
( ) 10. Inside Flush Toilet
( ) 11. Electricity
( ) 12. Telephone
( ) 13. Automatic Dishwasher
( ) 14. Electric Sewing Machine
( ) 15. Radio
( ) 16. Bath or Shower
( ) 17. Air Conditioner
( ) 18. Kitchen Sink
( ) 19. Vacuum Cleaner
( ) 20. Daily Newspaper

APPENDIX B


MISSISSIPPI DELTA
DE SOTO
MARSHALL
BENTON
TIPPAH
ALCORN
TISHOMINGO
TUNICA
TATE
PRENTISS
UNION
PANOLA
LAFAYETTE
LEE
ITAWAMBA
PONTOTOC
COAHOMA
QUITMAN
YALOBUSHA
CALHOUN
CHICKASAW
MONROE
TALLAHATCHIE
BOLIVAR
GRENADA
WEBSTER
CLAY
SUNFLOWER
LEFLORE
CARROLL
MONTGOMERY
CHOCTAW
OKTIBBEHA
LOWNDES
WASHINGTON
HUMPHREYS
HOLMES
ATTALA
WINSTON
NOXUBEE
ISSAQUENA
SHARKEY
YAZOO
LEAKE
NESHOBA
KEMPER
MADISON
WARREN
SCOTT
NEWTON
LAUDERDALE
HINDS
RANKIN
SMITH
JASPER
CLARKE
CLAIBORNE
COPIAH
SIMPSON
JEFFERSON
COVINGTON
JONES
WAYNE
ADAMS
FRANKLIN
LINCOLN
LAWRENCE
JEFFERSON DAVIS
FORREST
WILKINSON
AMITE
PIKE
WALTHALL
MARION
LAMAR
PERRY
GREENE
GEORGE
PEARL RIVER
STONE
MISSISSIPPI
COUNTY OUTLINE MAP
HARRISON
JACKSON
HANCOCK

APPENDIX C

SCHOOLS INCLUDED IN THE STUDY

SCHOOL (HIGH)	COUNTY	LOCATION	COUNSELOR	PRINCIPAL	CLASSIFICATION
Coahoma A. High School	Coahoma	Clarksdale	Mrs. Jimmie R. Hill	Mr. Frank McCune	Rural
Coleman High School	Washington	Greenville	Mrs. Maude Coleman	Mr. John T. Warren	Urban
Eastside High School	Bolivar	Cleveland	Mr. John E. Henderson	Mr. Daniel Smith	Rural
Gentry High School	Sunflower	Indianola	Mr. Perry S. Price,Sr.	Mr. L. R. Brown	Rural
Henry Weathers High School	Sharkey	Rolling Fork	Mrs. Julie Williams Mr. Lee C. Thigpen	Mr. O. E. Jordan	Rural
Higgins High School	Coahoma	Clarksdale	Mrs. Verdia H. Jones	Mr. Joseph P. Hardy	Urban
Lincoln High School	Washington	Leland	Mrs. Roas L. Levison	Mr. A. B. Levison	Rural
McNair	Humphrey	Belzoni	Mr. Albert C. Williams	Mr. O. M. McNair	Rural
Quitman Ind.	Quitman	Marks	Mr. Paul L. Rucker	Mr. M. S. Palmer	Rural
Rosa Forte	Tunica	Tunica	Mr. Charles P. McFarland	Mr. Jimmie D. Walker	Rural
Threadgill	Leflore	Greenwood	Mrs. Frances D. Robertson	Mr. W. F. Coleman	Urban
West District High School	Tallahatchie	Sumner	Mr. Charles M. George	Mr. Roger H. Bearden	Rural